

Pupil premium strategy statement (secondary)

1. Summary information					
School	Siddal Moor				
Academic Year	2018/19	Total PP budget	£353 430	Date of most recent PP Review	1/2/18
Total number of pupils	865	Number of pupils eligible for PP	405	Date for next internal review of this strategy	April 2019

2. Current Attainment (year 11, 2016/17)	Data Source: 4Matrix	Unvalidated	Validated	*
	Pupils eligible for PP	Pupils not eligible for PP		
% Attaining 9-7 in English (Best) and Maths	4	1		
% Attaining 9-5 in English (Best) and Maths	15	26		
% Attaining 9-4 in English (Best) and Maths	35	46		
Progress 8 score average	-0.94	-0.82		
Progress 8 English	-0.75	-0.73		
Progress 8 Maths	-0.61	-0.57		
Progress 8 English Bacculaureate Slots	-0.83	-0.7		
Progress 8 Open Slots	-1.41	-1.16		
Progress 8 score average for Higher Ability Pupils	-1.05	-0.72		
Attainment 8 score average	32.44	37.88		
% Entering the English Bacculaureate	7.59	12.37		
% Attaining 9-5 in the English Bacculaureate	5	7.22		
% Attendance	92.98 (LAC= 95.28)	95.96		
% Persistently Absent	25.22	11.75		
% Staying in education or entering employment after Key Stage 4	94.87% (unvalidated)	97.90 (unvalidated)		

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Engagement	
B.	Learning and skills	
C.	Aspirations	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Opportunities	
4. Desired outcomes <i>(desired outcomes and how and when they will be measured)</i>		Success criteria
A.	Improved attendance of PP students	<p>Improved PP attendance from 93.2 to 93.5%.</p> <p>Reduction in PP gap from 2.9% to 2.5%</p> <p>Reduction in %age of PP students who are persistently absent from 64% to 58%</p> <p>Reduction in PP exclusions from 60% to 55%</p>
B.	Reduced gap in achievement of PP students at Siddal Moor and national figure	<p>PP En to national overall (currently -0.75 v 0.00)</p> <p>PP Ma to national overall (currently -0.61 v 0.00)</p> <p>En and Ma combined compared to national (currently grade 4: 35% v 59%; grade 5: 15% v 40%)</p> <p>Prog 8 to national (currently -0.94 to 0.0)</p> <p>Gap to be closed by 1/3 of a grade in each measure (eg., Prog 8 to -0.61 etc)</p>
C.	Increased percentage of PP students following appropriate, aspirational courses.	NEETs below national average (August 2017 England figures Y12: 3.0%, Y13: 3.7%)

D.	Increased opportunities for aspirational career choices	All departments have a minimum of 1 careers project written into SoW.			
5. Planned expenditure					
Academic year	April 2018 – March 2019				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, B	Employment of an inclusion manager.	Inclusion manager in post and on staffing structure - to improve outcomes of inclusion staff and greater collaboration with SEN	Line management meetings to analyse and evaluate outcomes of work with vulnerable students	MAS	Termly
B, C	Introduce whole school system for setting aspirational, academic targets		SHD to determine grades dependent on KS2 data, FFT expectations and A8 estimates	SHD	ongoing
B, C	Targets used to identify underachievement and interventions to help pupils make progress	Interventions focused where needed.	Whole school targeted meeting after data released; Department plans written and updated as required	SHD	ongoing
B	RAP documents to provide data on areas to improve by department	Focus on closing gaps and targeting resources to improve progress where needed, at an earlier stage	SHD to provide RAPs SHD to monitor impact of identified Red List students	SHD	Each SP data collection point
B, C	1-1 progress meetings to ensure pupils are on track	Individuals identified with specific strategies rather than generic PP strategies	SHD to QA 1-1 data meetings	SHD	ongoing
A, B, C	Relaunch whole school ethos based on aspirations, integrity and respect (review current AtL systems)	To improve engagement and have fewer callouts for PP students	Term 5 complete review of PL and MC and ATL system. Relaunch ATL September. Use of staff CPD Sept 2018 Monitor ATL scores at Staging Posts	IBA	Staging Post 1

C	On-site, PT IAG advisor with PP students targeted for additional appointments.	Ensure PP students make equally aspirational choices as NPP students.	Tracking of IAG meetings and applications	IBA	Half termly review of destinations (applications) data
D	Providing transport to IAG events	Ensuring PP students have access to IAG that is in-line with, or better than, NPP students.	Record events attended	IBA	July 2018
C, D	Funding Future Foundations and other careers events in school	Ensuring PP students have access to IAG that is in-line with, or better than, NPP students.	Pupil and provider evaluation of event.	IBA	October 2018
C, D	After school support with college applications	Ensuring college applications are well written, appropriate and that PP students will have an equal chance of a successful outcome as a NPP student	Tracking of applications	IBA	Half termly review of destinations (applications) data
B	CPD programme for whole staff tailored to needs of groups of staff	Variability in staff practice.	Developments will not move on until area of pedagogy is embedded in practice. MAR to continue to request CPD leads consider how they will measure impact at the planning stage of the CPD session.	MAR	ongoing
B	Classcharts used by all staff for seating plans	Staff need to consider seating plans and how students are grouped to improve climate for challenge.	Checked through learning walk process.	ABI	July 2018
B	Staff targets recorded in staff logs and CLs holding them to account for meeting their targets.	Ensuring all staff are improving their practice.	CLs and LMs to QA staff logs half termly. MAR to QA logs to check.	MAR	July 2018
B	Class lists checked by LMs to ensure there is a balance of PP/NPP students	Ensuring all classes have a balance of PP/NPP students.	LMs to check groupings at beginning of academic year. Changes to groupings to go through LMs.	MAR	July/September 2018

B	<p>Increase opportunities provided to students for extended writing.</p> <p>Establish non-negotiables for LA, MA and HA in years 7 and 8 for writing expectations.</p>	<p>March work scrutiny showed students are not receiving enough opportunities across the curriculum for extended writing.</p> <p>Variable expectations of students amongst staff.</p>	<p>NFK to set non-negotiables against KS2 2018/19 expectations with each CL.</p> <p>Dept. ws to focus on non-negotiables.</p> <p>Whole school ws in June to check:</p> <ul style="list-style-type: none"> • Increased opportunities across curriculum • Staff following departmental non-negotiables. 	NFK	July/September 2018
B	<p>Improve outcomes for students through improved teaching and learning.</p>	<p>Priorities from Ofsted inspection October 2017</p>	<p>Staff training day</p> <p>Learning walk to check on progress</p> <p>Follow-up training tailored to priorities from learning walk</p> <p>Support plans where necessary</p> <p>3 year plan written in Summer term</p>	ABI	<p>Follow up training to be reviewed May from coaching proformas and Pioneers' visit.</p>
B	<p>Improve the effectiveness of leadership</p>	<p>Priorities from Ofsted inspection October 2017</p>	<p>SLT roles allocated</p> <p>3 year plan written</p> <p>LM to include common items</p> <p>Some LM items to be QAed at SLT mtgs</p>	SRW, MAR	July 2018
B	<p>Review of appraisal system</p>	<p>Staff appraisal not linked to Teacher Standards or close enough to School Improvement priorities</p> <p>Some staff without job descriptions (eg., Head of KS 3 and 4, Safeguarding Officer)</p>	<p>Review in Summer term 2018</p> <p>New documents shared with staff and governors</p> <p>Staff moving from MPG to UPS provide detailed application, linking to appraisal and Teacher Standards.</p> <p>Appropriate job descriptions written where necessary</p>	SRW	Easter 2019
Total budgeted cost					£205 000
ii. Targeted support					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B	Employment of a speech therapist	Need to improve confidence and speaking skills of some students.	Therapist outcome measures, staff observation data & clinical evaluation of language fundamentals	MAS	Termly
D	Provide swimming lessons for some students	Some students have poor mobility and have not previously had access to swimming lessons.	Review of swimming programme – evaluation of progress made (skills, distances etc.)	MAS	Termly
B	Provide year 7 homework club.	Students mostly identified through year 6 transition who do not have access to technology and/or academic support at home.	Attendances checks/registers. ATL and progress scores of attendees	MAS	Termly
A, B	Provide students with opportunities that will secure desired career paths eg., ACE Construction	For school refusers, students at risk of exclusion or those risking leaving SMSC with no qualifications or skills	Quality assurance overseen by colleague responsible for virtual learning (AMH)	MAS	Half termly
A	Home visits to students with poor attendance.	Need to improve attendance of school refusers or persistently absent students	Visits and record of visits to the homes of hard to reach students. Analysis of the attendance of these students	MAS	Half termly
A	Wild Crew	Some students can 'drift', become withdrawn and detached. This project aims to build self-esteem and resilience to ensure equitable outcomes.	LAC Coordinator to lead on this and evaluate the impact (ATL, att, beh etc.) of each programme	MAS	After each programme
A	Breakfast Club	Free breakfast offered to all students with disadvantaged students targeted to ensure students are ready to learn.	Students identified/target by vulnerability by the inclusion manager and members of the inclusion team.	MAS	Termly
A	Employment of SEMH Team	To support students with SEMH needs with attendance, wellbeing and progress.	Evaluation through LM meetings with inclusion manager and SENCO	MAS	Fortnightly
A	Retreat Room	To support students with social needs and/or anxiety about being with other students during social times eg, break,,lunch	Students identified/target by vulnerability by the inclusion manager and members of the inclusion team.	MAS	Dependent upon number and duration
A, B	Employment of CLA Coordinator	Higher than average number of LAC students in the school	Line management meetings. Medium term intention is to carry out appraisal for non-teaching staff	MAS	Half termly
C, D	Target PP students for visits to universities and colleges	PP students less likely to consider university and aspirant college courses.	Record of attendees. Questionnaire on aspirations.	IBA	July 2018
D	Ensure the number of PP House Captains is directly proportional to the cohort size	Fewer PP students become prefects or senior prefects.	Check proportions of HC appointed.	IBA	July 2018
Total budgeted cost					£169 260

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, D	Provide after school gaming club.	Providing social communication and relationship building opportunities.	Attendances checks/registers. ATL and progress scores of attendees	MAS	Termly
Total budgeted cost					£2 500